# MODERN METHODS

# OF

# TEACHING BRAILLE

## BOOK ONE

## KANSAS BRAILLE READING—READINESS BOOK

### TEACHER'S MANUAL

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Stocker

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American Printing House for the Blind
Louisville, Kentucky
1970

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# MODERN METHODS

## OF

# TEACHING BRAILLE

**In Two Volumes**

**BOOK ONE**

**KANSAS BRAILLE READING—READINESS BOOK**

**By Claudell S. Stocker**

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**BOOK TWO**

**BRAILLE READING SIMPLIFIED**
**(Teaching Text)**

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## BOOK ONE

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Stocker

American Printing House for the Blind
Louisville, Kentucky
1970

Dedicated

to

DR. JAMES W. BLEVINS

Without his subtle encouragement, support, and strength I would not have been able to cope with the many frustrations and doubts that go with a long project such as this.

C. S. S.

TEACHER'S MANUAL

# KANSAS BRAILLE READING READINESS BOOK

by

**Claudell S. Stocker**

BOOK ONE OF A TWO-PART BRAILLE READING SERIES

## MODERN METHODS OF TEACHING BRAILLE

This book is the result of over six years' work done in the exploration of preparing an individual to read Braille. It was prepared, developed, researched, and tried in the Communications Department of the Kansas Rehabilitation Center for the Blind in Topeka, Kansas.



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# FOREWORD

Perhaps it is only the careful teacher who reads and then thinks about the introduction to a book. Certainly it is to this teacher to whom this foreword is addressed. Such a teacher needs to read this book in such a way that he grasps the meaning of the forces underlying the techniques described here. These techniques were developed by a teaching staff in a special atmosphere designed to "rehabilitate" the blind. Therefore, to understand the techniques, the teacher must put himself in the blinded client's place, feel a series of experiences like those of the blind, and finally return to the role of teacher. Really, to do so is not a dull emotional happening, but rather a quiet and fascinating adventure in learning.

Although the basic principles underlying methods to help the blinded person remain the same, they are difficult to put into words and take each individual teacher through long plateaus before a spurt of understanding. Years ago such a spurt of understanding revealed itself to the teaching staff of the Kansas Rehabilitation Center for the Blind, i.e., that acquired blindness was an emotional shock which required emotional treatment.

A psychiatrist became a member of the team, playing a role as a diagnostician and as a therapist. This progressive step increased the successes of the Center as psychotherapy became a standard procedure, and a certain level of accomplishment occurred. It was not enough, and the need for improvement finally generated a second spurt of understanding.

The new conceptualization centered around the fact that the loss of sight creates a depression and that, to recover, the victim must undergo a mourning for the loss of sight. It was as if a loss of a person had to be mourned. With this understanding, such successful work resulted in the lifting of depressions. The receptive client then accepted the blindness in a different way. Again this was not enough, and the plateau needed a new spurt of understanding.

The next stage was both a broadening one and a deepening one, since it advanced in three directions at once. There came the realization that, not only did the client need to accept the blindness, but also he had to accept himself. All along, the teaching staff had advocated a complete and well-rounded approach, but now the phase took on a new and more personal meaning. There was a practical turn away from only emphasizing pathology. While the depression was not ignored and was indeed expected, more careful attention was given to how the individual could cope with all his problems. In short, *ego functions* shared the spotlight. The second aspect was the attention given to the client's ability to deal with anxieties that develop after the client mourned the loss of his sight. Here the staff began to see the program as supporting the patient through an additional step, past just accepting the blindness, to a more active and energetic competition in his environment. The client not only would be restored to a former balance in his feelings, but indeed would learn new things he had not known before. Thus the staff added learning theory to a theory of therapeutics. It was a happy marriage and made possible the third aspect of the advance — the aspect that, to me, this book represents.

It seems to me that the staff has created solid footstones for the client to find his way as he renounces his former dependencies and gains new independence. I would ask the teacher to picture the client as engaging in such an exchange through his engaging in a learning activity with the staff. I am sure a higher learning-and-teaching plateau has been reached.

On this new plateau much constructive work can and will be done. I hope the teacher will try to guess where the work will next lead us and the client together. We can now begin to explore in greater depth the effects that the new teaching technique makes possible. The footstone given the client by this book is the *mastery of the written word.* Treatment and learning can go a long distance simply through talking, but how much further can the client go when the tool of reading and writing is given to him again!

Howard V. Williams, Jr., M.D., Director
Community Mental Health Services for the State of Kansas
Formerly a Psychiatric Consultant to the Kansas Rehabilitation
Center for the Blind, Topeka, Kansas.

# ACKNOWLEDGMENTS

Acknowledgment and gratitude is expressed to the following organizations and individuals who helped in making this book possible.

I would first like to express my gratitude to Mr. Harry E. Hayes, Director of the Services for the Blind, Kansas Department of Social Welfare; Carl McCoy, former Supervisor, and Lowell E. Holland, present Supervisor, of the Kansas Rehabilitation Center for the Blind, for their progressive attitudes, personal encouragement and financial support in making the atmosphere conducive to producing this work. It is only through such encouragement from directors and supervisors that a professional staff is able to develop their total initiative and use their fullest creative potential.

The ideas used in this book are not new but the editing was made possible by the encouragement and consultation of long-time progressive thinkers such as Mr. Charles Kauffman, Home Teacher-Counselor of the North Dakota Division of Vocational Rehabilitation; Mrs. Betty Duncan Wommack, Teaching Supervisor of the Kentucky School for the Blind; and the many teachers who have for years used reading-readiness programs in teaching the sighted to read.

Acknowledgment should also be made to the American Printing House for the Blind, Louisville, Kentucky, for permission to use many of the illustrations from TOUCH AND TELL as prepared by Mrs. Wommack when she was in their employ as Assistant Braille Editor.

Many hours were spent preparing the original masters for Thermoforming. Acknowledgment is given to Mrs. Harriet Williams for her competent volunteer services in preparing the original student's copy of the book.

During the long months of trial and error, editing and reediting, and preparing the Teacher's Edition for Thermoforming, we owe much to the patient and efficient services given to us by Miss Mary Walton. Praise must be given to the Braille Association of Kansas in Wichita, Kansas, for their efficient and rapid services extended to us in thermo-duplication. There were times when Mr. Carlton B. Martin and his associates of this organization gave us 24-hour service on pages that were needed for immediate classroom work.

Perhaps the most important people who made this book possible were the recipients of our Rehabilitation Center services. Each and every client was aware of the fact that he was participating in a pilot program. Each and every client was eager to participate in the formation of a book that would help others, as well as himself, master the skills of Braille in a more rapid and efficient way.

I would like to express personal gratitude to my fellow staff members in supporting me during the many days of experimentation: to Mrs. Mary Lou Stark, Communications Instructor, for her efficient preparation and instruction in the classroom and keeping of records as related to classroom work; and to Miss Helen Vargo, Counselor-Social Worker in our Center, who gave much of her personal time in helping to evaluate and proofread the basic material.

Acknowledgment is given to the members of our clerical staff who cared for the mountain of correspondence and the working and reworking of the book.

Expression of gratitude is extended to Patricia Smith, Editor of the *New Outlook for the Blind*, for publication of the progress report concerning the entire Braille Project and to Mr. Albert Asenjo, Rehabilitation Specialist of the American Foundation for the Blind, for his encouragement toward progressive thinking and doing for all rehabilitation workers with the blind.

Claudell S. Stocker, Coordinator

Communications Department

Kansas Rehabilitation Center for the Blind

1970

# INTRODUCTION

## PART I: DESCRIPTION OF BOOK'S CONTENTS

This book was prepared to be presented to the individual as a preparation tool before he begins his actual study in the Braille text. The lessons should be given sequentially, as each one is a foundation for the proceeding one. The book is primarily divided into three sections. The first twelve pages are presented with the intent of allowing the individual experience in exploration in the use of both hands. It is important that the student be able to verbally communicate what he sees with his fingers. This reinforces the tactile learning. It also deals, in a modified way, with spatial conception and discrimination in sizes.

The next 14 pages specifically deal with teaching the kinesthetic memory of moving from left to right, accurately keeping one's place, and finding a new line. It teaches that one does not have to explore up and down and around a symbol in order to identify it. This is an excellent preparation in learning to use both forefingers in identifying the likenesses and differences, when moving left to right, of the actual Braille symbols.

The 28th page (the large reproduction of the Braille cell) is simply a guide in introducing the numerical order of the dots in the cell and with vocabulary relating to them. It is also at this time that you may give the student a brief history of the Braille system, including the life of Louis Braille.

The 29th page is made up of exercises that stem from the need to teach the individual to use the entirety of the face of his forefinger rather than reading on the tip. The student is able to use and reuse this exercise to test this skill.

The 29th page to the end of the book is made up of exercises using Braille symbols. The symbols are not identified by name but are used in further refining the student's spatial concepts, his kinesthetic memory and his ability to discriminate likenesses and differences.

The teacher should note that the pages of the student's text carry the running Braille page numbers in the lower right-hand corners. While the page numbers do not serve any practical purpose for the student, as he cannot read them, they are required to keep the pages in order during the printing and binding operations of the text. Explain this to the student, but direct him to ignore the Braille page numbers and to use the ribbon marker that is provided to keep his place in the book.

New teachers should follow the lesson descriptions from the teacher's edition until they are familiar enough with the material to adapt it to each individual. The material will not accomplish its goal unless the principles set down in the teacher's edition are followed. THIS IS NOT "BUSY WORK"! Years of thought, work, research, and trying-out have been invested in preparing this material. The value of this book in helping a student to better master Braille depends upon how well teachers have informed themselves of its proper use.

## PART II: TECHNIQUES, IDEAS, PRINCIPLES, AND OBSERVATIONS THAT WERE MADE DURING THE EXPERIMENTAL PHASE IN USING THIS BOOK

1. **Use of the Blindfold:** We have found that even if a person has only light perception and is able to detect only motion and flashes of light in the classroom, he still learns to use his sense of touch and his kinesthetic memory much better if he occludes this remaining and distracting vision during the process of learning. This does not mean we are making the person blind. This does not mean that he will always have to use a blindfold. This does mean that, as in any learning situation, a good teacher will shut out any outside distracting stimuli. One shuts the door to the classroom to eliminate distracting outside noises. Therefore, we occlude any remaining vision so that the new learner can only receive sensory feedback through his sense of touch, his kinesthetic memory and his ears.

2. We have found that most newly blinded individuals continually, but unconsciously, will move their Braille book into an angular position, much the same as when writing in longhand. Therefore, the teacher, during the initial phases, should constantly check to make sure the Braille book is in a horizontal position before the student at all times. We have found that the student will unlearn the old habit.

3. **Position of Arms:** It is important that the beginning student not allow his forearms to lean across the edge of the table. This has a tendency to cut circulation to the hands. The new learner should have his elbows securely on the table.

4. **Position of the Body:** The position of the entire body is very important. The teacher's first concern should be that the student is placed in a chair that is comfortable to the level of the table. Slumping of the body can create poor reading habits.

5. **Verbal Descriptions by the Student:** It was discovered through long trial that the person who is able to accurately, verbally describe what he sees on the page, retains this knowledge much better than the person who cannot. Therefore, the teacher should avoid giving her own description, but insist that the student, through trial and error, make his own verbal descriptions.

6. **Use of Two Fingers:** Any teacher knows that a good Braille reader uses both his forefingers. We have found that most newly blinded people think that they have better sense of touch in one finger than in the other. We challenge this as a truth. Generally speaking, during the initial learning period the student will experience better reception through one finger than the other. We also observed that usually, if the student is left-handed, it will be the right forefinger, and vice versa. However, the student will never learn to use both forefingers unless he constantly uses both. Even though there seems to be more tactile stimuli in one finger, he will eventually be able to read with the other if he uses both fingers through the Readiness Program.

7. It might appear to some experienced Braille teachers that these instructions are too concrete. However, in the learning of any new skill, the use of exact, repetitive, concrete directions and exercises must not be underestimated. This information should be related to the student if he becomes over-anxious or impatient in having the same instructions repeated many times.

8. **Some Comments About Diabetics:** There was a time when blind diabetics were not taught Braille. It was felt that their diabetes affected the sense of touch to such an extent that it was impractical. We have always believed in individual differences and that each person should have his chance. We have found through eight years of daily teaching of Braille that many diabetics are just as capable of learning the skill as the non-diabetic. There are some people, of course, who have much more difficulty in learning, and there are some who do not succeed, but how much of this is due to the diabetes cannot be accurately identified. It has been observed that, with certain diabetics on certain days, the sense of touch is less effective—such as immediately preceeding or following an insulin reaction. However, it is interesting to note that we have not worked with any diabetic in whom we felt the kinesthetic memory had been impaired. During those hours when a student seems inhibited, tactilely, he is allowed to practice Braille writing rather than reading.

9. Caution your students against doing anything that could possibly harm the ends of their fingers. Dispel the old wives' tale that using sandpaper on the end of the fingers increases the effectiveness of the sense of touch. If one uses sandpaper on any part of the body over a period of time, scar tissue will form. Scar tissue is one of the few things that destroys the sensory receptors in the fingers. If this person has been out of doors in cold weather just prior to his Braille hour, the cold could thicken the blood and decrease the effectiveness of his sense of touch. Therefore, the student can be encouraged to wash his hands in warm water before coming to class to increase the circulation. It is felt that the hands should be thoroughly dry, as moisture has an inclination to absorb dust from the air, which in turn can inhibit the sensory receptors from receiving the best possible stimuli.

# SEQUENTIAL INSTRUCTIONS

**Sequential Instructions as Related to First 12 Pages:**

The first 12 pages allow the individual the experience of exploring and identifying objects that are on each page. The square, the circle and the triangle are the symbols used. They are arranged either singly, in line, or at random and are to be described, verbally, by the student after exploration of the page. There is a certain enhancement in using this in a group situation, as some are motivated to be alert, not only to their mistakes, but to those of other members of the group. If a student does not identify correctly, he should not be given the answer, but should be encouraged to explore again until he correctly identifies what he sees on the page. He is encouraged to use both forefingers. For those who have difficulty in identifying the symbols, a "point of origin" should be established with one forefinger while tracing around the symbols with the other.

On the first page the student is simply requested to explore and then describe what he sees. This first symbol is a square. Most people have no difficulty in identifying it; however, if difficulty does arise, the student is encouraged to look at the symbol and describe what he actually sees. He may count the corners or count the sides. If he still cannot correctly identify, the teacher must pose questions such as: "What familiar object has four corners?" or, "What familiar object has four sides?". Sometimes the student will reply that it is a box.

**Page 2:**

Make same request, asking the student to describe what he finds on the page. There are two squares, one large to the left and a smaller one to the right. Experience has shown that a newly blinded individual will not infrequently find the large square and fail to explore further to discover the smaller one. It is here that the individual is told his sense of touch is not an instant sense such as vision; therefore, he must explore much more with his fingers than he would with his eyes.

**Page 3:**

The third page presents three squares aligned in the center of the page from left to right, in a sequence of large, medium, and small.

**Page 4:**

Here, the large, medium and small squares are presented at random. It is most important that the student not only describe the page as containing a large, a medium, and a small square, but he also needs to describe where each square is located on the page.

**Page 5:**

On the following eight pages, the same series of exercises are presented, using the circle and the triangle.

Up to this point the individual has learned to explore more accurately with the use of both hands and to accurately give a verbal description of what he has found.

**Page 13:**

Before exploring this page, the individual is told that we will now begin training in his muscle or kinesthetic memory. He is asked to place his two forefingers together at the center of the top of the page, move down the center of the page until he locates the symbol, move to the left, with both forefingers together, until he finds the first symbol. He is told that he is through exploring around the symbol, and will learn to identify symbols by simply moving from left to right across the page with the two forefingers. (It would seem that, with some individuals, there is experienced a panic at the thought of identifying these symbols simply by moving across them rather than being allowed to explore around them. However, it is extremely important that the teacher *not* allow the individual to move his fingers in any direction except from left to right.) The student is pleasantly surprised to discover that there is an obvious difference in the initial contact the fingers make with the left side of the square and the left edge of the circle.

**Page 14:**

The following page is an extension of this exercise, adding the triangle.

**Page 15:**

On the next page the symbols become slightly smaller and many more are added to the line. Moving slowly but consistently, with the two forefingers together, the individual now identifies alternate forms.

**Page 16:**

On this page will be found three lines of symbols. (Do not tell the student the number of lines that are on the page.) The student is told that there are four symbols on each line, that two of these symbols are the same, and the others are different. His task is to find out

which two symbols are the same. It is not important that he identify the symbol by name, but merely say, for example, that the first and the fourth symbols are the same. At this point the student is learning to distinguish likenesses and differences on initial contact. He is also told to visualize the fact that ink-print letters are not the same, i.e., the capital "I" would be straight up and down, the capital "A" would be slanted; therefore, in Braille symbols, we have the same situation. All symbols do not initially feel the same as you come in contact with them.

It is at this point, at the end of the first line of this page, that the student is told how to concretely and correctly find the next line. Instruct the student, after reaching the last symbol on the line, to keep his right forefinger in place, move the left forefinger to the left until he reaches the first symbol, move the left forefinger down the page until he finds the first symbol on the second line; then, and only then, does he bring the right forefinger to meet the left forefinger. As long as he leaves the right forefinger at the end of the line he knows where he is.

If his left forefinger gets lost he can always reorient himself by moving the left finger back to the position maintained by the right forefinger at the end of the line. This concrete way of correctly finding a new line is repeated throughout this readiness book until the procedure becomes automatic with the individual. Of course, it is obvious that, as a person becomes a good Braille reader, his kinesthetic memory develops to such a keen point he does not have to continue such concrete procedures.

When the student reaches the end of the third line he is not told this is the last line. When he moves his left forefinger back to the beginning of this third line, very often he will move his finger straight down till he finds the bottom of the page, then he will be satisfied; however, he should be instructed to sweep the right hand across the bottom of the page, as sometimes there are notes that are written in the center, there are notes within parentheses, or numbers at the bottom of the page. He is taught not to overlook anything when using his tactile perception, and, again, that this is not the instant sense that is experienced with vision.

**Page 17:**

Frequently remind your student to bring his forefingers together at the top of the page, move down to the first line, then to the left to the beginning of the line. The blind teacher will need to frequently remind her student verbally, as she does not have the advantage of being able to visually observe as to whether the student is remembering the correct way of finding the new line.

There are four symbols on each line of this page: three symbols are the same and one is different. The student is to find the symbol that is different, identifying it either as 1, 2, 3, or 4. Here the student is discriminating size. He might initially be confused, since all symbols on the lines are squares. However, if need be, remind him again that he is looking for the symbol on the line that is different, the difference being the size rather than the shape.

**Page 18:**

Use same instructions as for page 17.

**Page 19:**

Use same instructions as for 17 and 18.

**Page 20:**

Use same instructions as for previous three pages.

**Page 21:**

The instructions for this page are the same as for the previous four pages, the difference being in shape rather than size.

**Page 22:**

Directions same as for page 21.

**Page 23:**

Directions same as previous lesson.

**Page 24:**

The student is told there are three symbols per line, that the three symbols are all different in size, and that he is to sequentially describe the aligned symbols in their proper shape and order. *Example:* first line, first symbol is large, second symbol is medium size, and third symbol is small.

**Page 25:**

Instructions same as page 24.

**Page 26:**

This is a more difficult exercise in discriminating likenesses and differences. Here the individual is told that we have four symbols, one is different. Do not tell the individual what the difference is. Here he is not only distinguishing size, but he is also discriminating shape from the initial contact. For this task to be correctly solved, he will identify the first symbol, the square, as being different from the others. The second and the third lines incorporate the same idea.

**Page 27:**

Directions same as for page 26. *Note:* By this time the individual, even the slowest learner, should have conditioned himself to automatically move both forefingers to the top of the page, to automatically come down using both forefingers to move to the left, or beginning of the line, to move across very lightly, without evidence of trying to move up and down or around to identify the symbol. He is also having no difficulty in using his left forefinger to move back to the left and find the new line. If he gets lost, he is able to return to the static position of the right forefinger and repeat the action. He is also able to explore across the bottom of the page automatically. The student should be instructed in the value of frequent rest periods in building up his tactile tolerance. The finger does not actually "go to sleep" and he does not feel the sensation; however, the tactile sense is so delicate in its operation that one has to gradually build up tolerance. It is possible, initially, to become so tense working in any new learning situation that one does mash the blood from the end of the finger. Since circulation is so vitally important to the sense of touch, the individual, from the beginning, is taught to rest frequently. He is told to hang his hands to the side, never to rub his forefingers because this actually defeats the process of the recirculation of the blood to the ends of the fingers. You will observe that the individual has not as yet been given any real intellectual task to perform. We have merely been concentrating on conditioning the muscles and getting the sense of touch ready to learn. Also the individual is becoming more comfortable in using his sense of touch on a page.

**Page 28:**

In the last half of the readiness book, we begin working with the Braille dots. They are not identified to the student as being letters, for he is again learning to distinguish likenesses and differences. These next two pages should serve as an introduction to the actual Braille processes. On this page is an enlarged representation of a Braille cell. Allow the student to explore the positions of the dots, explaining to him the numerical system.

*Note:* This is a good time to introduce to the student a history of the use of Braille and also an account of the life of Louis Braille. Before going to page 29, stress is placed on the fact that Louis Braille selected six dots in this upright position, as this size of cell would fit most perfectly underneath the face of the end of the forefinger. Lesson 29 will more vividly describe this to the student.

**Page 29:**

*Identification and orientation to the Braille cell.*

Here the student is allowed to tactilely see how the standard Braille cell will fit beneath the face of his forefinger. He feels the fullness of the complete cell. The fifth through the ninth lines allow the individual to see the difference in the tactile sensation of the full cell as compared to vacancies created within the cell when letters are formed through various combinations. Allow the student to verbally describe, *not* how many dots he feels, but *where* the dots are in relation to his finger. *Example:* Some students would describe the fifth line as being "light in the middle." On the eighth and ninth line the individual sees that sometimes a Braille cell is heavy at the top, light at the bottom; or larger at the top and smaller at the bottom. With newly blinded people, make analogies to the fact that some print letters are heavier at the top and smaller at the bottom; or they are thicker or thinner. Do not forget that the forefingers should be moving consistently from left to right. There should be no pauses. This does not mean rapid movement, but *constant* movement. The Braille student can come back to this exercise, from time to time, in order to check himself to find out if he is using the full face of his forefinger.

**Page 30:**

We now begin very serious work in the area of spatial conception as related to Braille dots. Instructions are: On this page you will find lines of dots. You are to move across the lines as previously directed, moving down the page until you have completed the last line. The student should move slowly but consistently, using proper techniques of reaching a new line. When this is completed, say no more, but continue to next page.

**Page 31:**

Relate to the student the same instructions as for previous page. After he has completed the page, ask the student, or the whole group, if they found a difference in this page, as compared to the previous page. At first you might receive answers as to size of dots. The answer

that you should be looking for is the student's ability to discriminate that there is more space between the lines on the previous page than the lines on this page. If the student is not able to solve this himself, ask him to return to the previous page, work it through, then come back to page 31 and try again to make the comparisons. Rarely does the teacher have to give the correct interpretation.

Psychologically, if this has made the individual much more comfortable in even being able to identify the small symbols correctly, this is an accomplishment.

**Page 32:**

Same instructions as for previous page. However, the student is in for a surprise. Up to this time he has been used to finding lines of equal length. He now discovers that he must be prepared at any second to complete a line. Compare this to the fact that all ink-print lines do not come out even. Thus, all Braille lines will not come out even and he has to be prepared for this.

**Page 33:**

Same instructions as for previous page. When the student has correctly completed exploring these lines, he is again asked did he find a difference in this page and the previous page. His task, of course, is to recognize that there is more space between the dots in these lines than on the previous page.

**Page 34:**

Instructions are the same as on previous pages. The student is to review each line again. He is asked what difference did he find between this and the previous page. Here he finds another surprise in spatial conception as related to Braille symbols. He naturally and automatically sees there is still more space between these dots and the dots on the previous page. The teacher then relates to him that in reality there is no "space" between the dots on the previous page, but there is one space between the dots on this page. The teacher explains that these dots are the same Braille letters; however, the Braille letters on the previous page are ones that follow each other, while the same Braille letters on this page have one space between each letter. Here the teacher can give him the analogy of space between words as typed on a typewriter, as opposed to one letter that follows another without space in between.

**Page 35:**

Here the student is given the experience of seeing another Braille letter that is larger and fatter than the previous letters. Explain that there is one space between each letter.

**Page 36:**

The student reviews the line, seeing that some letters are tall and slim, and that, due to the fact that this letter is composed of the left side of the cell only, there would appear to be more space between these letters than those on the previous page. He also gains more experience in dealing with uneven lines.

**Page 37:**

After tactilely reviewing this page, the student is asked to describe this letter. He can compare it to the letter on the previous page, in that it feels long on initial contact of the left side, but as the finger moves across the symbol there is found something added to the middle of the symbol.

**Page 38:**

After reviewing this page, continued verbal description should follow, with the student being able to describe the space that exists between dots 1 and 3. *Note to the teacher:* Emphasis should be placed on the importance of space, in that one sees space as well as dots.

**Page 39:**

Reviewing this symbol allows the experience of feeling heaviness at the top, space in the middle, and lightness at the bottom of the cell.

**Page 40:**

This is simply a reversal of the previous page.

**Page 41:**

Here we begin tactilely discriminating likenesses and differences in Braille symbols. One might feel that this lesson is too simple. However, it is important that any individual experience success in the beginning if he is to be motivated to move further. Instructions are that the

student is to move slowly but consistently across the row and find the one symbol in the row that is different from all the others. Do not allow the student to pause, for he must discriminate the difference in the letter by moving across it.

**Page 42:**

Same directions as previous page.

**Page 43:**

Same directions as for previous page. Check the student frequently to see that he is correctly finding the center top of the page, that he is finding the left edge of the line properly, and that he is moving, kinesthetically, correctly from one line to the next.

**Page 44:**

On this page, the lines become shorter; but, as we move down the page, the symbols become more difficult. The task is to correctly identify the two symbols that are the same on each line.

*Note:* It is obvious that anyone who can feel could tell the difference in these symbols. However, the student must discriminate the likenesses and differences by moving from left to right in a consistent motion across the line.

**Page 45:**

Instructions for this page are that the student will find two symbols on each line that are the same. Again this exercise is simple, but he must accomplish the task by using both forefingers moving from left to right.

**Page 46:**

Instructions same as for 45.

**Page 47:**

Instructions the same as for 45.

**Page 48:**

All symbols are the same except for one. Find the one that is different.

**Page 49:**

We now introduce Braille words. Do not identify the words. The student is reminded of the importance of the full space that he must see to determine the beginning of words.

He is told that all the words on each line are the same except one. He is to move across the line and find the word that is different. The student should practice this page, and any other page, until he is able to solve the task himself. If much difficulty is met with this lesson, then the teacher should return to previous single-symbol lessons. However, do not be frightened away and do not be afraid to ask your student to review a line several times if necessary to find what he is looking for. Encourage the student to closely observe the initial contact with the word, also to observe the feeling that he receives in the last symbol before reaching the space; also to observe length of a word. If he does not seem to be accomplishing the task, it could be that he is not correctly detecting the space between the words. If this is true, ask him to review the line, saying verbally when he comes to a space.

**Page 50:**

Instructions are the same as for previous page. *Note to the Teacher:* If your student is now automatically moving to the top of a new page with his two forefingers and moving down and comfortably picking up the first line, if he is moving even slowly but consistently across the line, if he is finding the new line correctly, and if he is having no difficulty in discriminating likenesses and differences by moving from left to right, then he should be ready to begin the actual study of reading Braille.

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St62 Modern methods of
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